



SEN Report to Governors- November 2017

1. Profile of Pupils with SEN

SEN Register (Nov 17):

Total number of pupils on SEN Register = 58

Percentage of whole school = 12.4% (National Average (Jan 2017- gov.uk) = 13.5%)
<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2017>

Gender of pupils on school's SEN register:

Number of boys: 43 (9.2% of whole school- NA- 9.1% of whole school)

Number of girls: 15 (3.2% of whole school- NA- 4.4% of whole school)

Other vulnerable groups:

20% of SEN pupils are eligible for Pupil Premium (NA- 26.4%)

2. What we do and the impact on children

Staffing and Training

Teaching Assistants support alongside the class teachers, delivering individual specialised programmes and offering classroom support. There is TA support in the target sets in Maths and English. Some TA's are assigned (but not exclusively) to work with specific children who need greater support. This support enables pupils to make progress and access the curriculum.

We offer internal and external training for TA's. TA's have attended whole school training on reading, spelling and maths. Identified TA's, so far this year, have attended external training on autism, attachment and dyslexia. There is also whole school training on attachment coming up in January. Teachers also benefit from internal and external training, with teachers attending specific courses based on the children in their care or whole staff training on relevant areas. Past topics for whole staff training, delivered by the SENCO, have been dyslexia, autism and the SEND reform.

The SENCO attends termly network meetings to stay up to date and receive training on current issues and changes.

Identification

The method of identification and provision for children with special needs follows a graduated approach as outlined in the SEND Code of Practice 2014. Concerns are first raised and addressed through normal classroom practice, quality first teaching.

Once staff identify a child who continues to cause concern, they move on to 'monitoring'. With this, the teacher sets short-term targets, closely monitors their progress and measures the impact of quality first teaching. If it is felt that this does not meet the individual needs of the child, the child will move to the SEN Register and a Provision Map (see below).

If the child requires further additional and differentiated provision, the child remains on a Provision Map and the school will consult with outside agencies for further support or assessment.

If, in some cases, a child's needs cannot be met by the above, we will request that the local authority conduct an assessment of education, health and care needs, which may result in an Education, Health and Care Plan (EHCP) being issued after due process.

Provision Maps

We use Provision Maps to target and track the progress of our pupils with SEN. These are updated 4 times a year and sent home to parents, who have the opportunity to discuss and amend if necessary. The provision map's set out short-term, achievable targets to aid pupil progress. These targets are also shared with TA's and the child. Interventions are also listed on the form (see below for further information).

Somers Park Provision Map					
Pupil				Year Group	
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Assessment ratings: Assessed against Age Related Expectations (ARE): WB- well below B – Below A – Achieved AB- above WA – well above </div>					
Autumn Term					
ASSESS	Needs of child				
	Current assessment	Reading:	Writing:	Maths:	
PLAN	Autumn Targets	Strategy	Review- outcomes- commenting on progress		
	Interventions/groups:				REVIEW
Spring Term 1					
A	Needs of child				

Teachers and TA's monitor the progress against these targets and complete a log. This is used to inform the next review and future targets. Children have their targets stuck into the front of their books to enable them to focus on them.

Screening

Within school, we have a range of screeners that can be used to help staff to meet the needs of individual children. These include;

- Dynamo Maths Assessment- used to identify 'gaps' in a child's knowledge and those at risk of developmental dyscalculia.
- Dyslexia Portfolio- Identifies dyslexic tendencies and recommends intervention strategies.
- Boxall Profile- provides a framework for the precise assessment of children who have social, emotional and behavioural difficulties.
- Visual Stress Screening- provides a detailed assessment of the colour overlay needs of individuals.

Interventions

We have a comprehensive SEN intervention timetable where support is targeted at individuals in a 1:1 situation or in a small group. The interventions cover a wide range of needs. The groups we currently run are;

- Fine motor skills

- 'Nessy'- targeted support for children with dyslexic tendencies
- Anxiety/anger management
- Social and emotional groups
- Handwriting
- Smart Moves- a gross motor skills intervention
- Maths
- Phonics
- Comprehension
- Speech and Language

The interventions run for varied time periods depending on the needs of the children.

External Agencies

We will consult external agencies if we require further support to meet the needs of specific pupils or if they have a specific diagnosis. This includes;

- Educational Psychologist
- Learning Support Team
- Speech and Language Therapists
- Behaviour Support Team
- PD Outreach (Physical Disability)
- Other specialist teacher involvement as required (e.g. Visual Impairment, Autism)

We also support other healthcare professionals in their assessments e.g. Umbrella Assessment for ASD, OT assessments etc.

Progress of Pupils with SEN

All the children who are currently receiving support are making progress towards meeting their targets. Individual targets are set out in their Provision Maps. Each term, both academic progress which takes into account the results of standardised reading scores and teacher assessment and progress in meeting individual targets is closely tracked and monitored. This is done through Pupil Progress Meetings and in Phase Meetings.

Parent Communication

This was a focussed area of development during the last academic year. During this time, parent-SENCO meetings were introduced twice a year. The meetings are held at the end of the Autumn term- to discuss how the child has settled in and in the Summer term to discuss transition. As well as these meetings, parents are aware they can contact the SENCO at any times, including via a direct email address. Parents are also invited to any EHCP Annual Review meetings.

Monitoring

Monitoring happens through a variety of systems:

- Data tracking and monitoring (discussed in pupil progress meetings and in phase meetings).
- Learning walks undertaken by the SENCO (and SLT).
- Planning and book scrutiny's.
- Provision map tracking (as discussed above).
- Intervention tracking- monitoring progress and attainment.

3. Where next? Current Priorities

- Use the 'Emotional Wellbeing Toolkit' to audit provision.
- Continue to develop parent involvement- encourage attendance to SENCO meetings and to send out a questionnaire to gather views.
- Whole school focus on reading and spelling.
- Continue to provide TA training opportunities.
- Continue with monitoring – lessons and planning.
- Revisit specific areas of training with staff (i.e. dyslexia)

The SEN Governor is Liz Hatt and the SENCO is Laura Edkins.

The school has a SEN Policy that defines our aims and objectives and this is upon request and is also available on the school website at <http://somerspark.com/Information/SEN-Provision>

The policy is updated regularly and is written in line with the Special educational needs and disability code of practice: 0-25 years, 2014, the Equality Act 2010 and part 3 of the Children and Families Act 2014. The code details the rights and responsibilities of parents and children throughout the process.